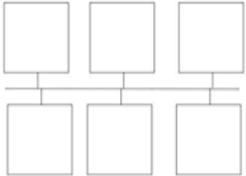


History Curriculum and Progression

	EYFS	KS1		KS2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center; color: red; font-weight: bold;">Chronological Understanding (Time and Dates)</p>  </div>	<p>Introduce the concept of time and change.</p> <p>I can talk about past and present events in my life.</p> <p>I can talk about past and present events in the lives of my family members.</p>	<p>I can recognise that some objects belong to the past.</p> <p>I can recognise and reflect on the distinction between present and past in my own and other people's lives.</p> <p>I can place a few events and objects in order and explain my reasons.</p> <p>I use words and phrases like 'old', 'new', and 'a long time ago', to describe the passing of time.</p>	<p>I can use terms about the passing of time to sequence events.</p> <p>I can place events and objects in order and justify my reasons</p>	<p>I can place the time studied on a time line.</p> <p>I can sequence events or artefacts. I can begin to divide the past into different time periods and make a few generalisations about the period.</p> <p>I can use dates and historical terms to describe a period.</p>	<p>I can begin to classify the past into different periods of time and use appropriate dates/terms.</p> <p>I can explain differences and similarities between periods.</p>	<p>I can classify and organise the past into different periods of time and use appropriate dates/terms.</p> <p>I can use chronological knowledge and understanding to relate events, people and changes.</p>	<p>I can classify, compare and contrast different periods of time and use appropriate dates/terms.</p> <p>I can use chronological knowledge and understanding to theorise about events, people and changes.</p>

History Curriculum and Progression

	EYFS	KS1		KS2									
		Year 1	Year 2	Year3	Year 4	Year 5	Year 6						
<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; color: blue;">Knowledge and Understanding (Use facts, describe and compare)</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="font-size: small;">One idea</td> <td style="font-size: small;">Many ideas</td> <td style="font-size: small;">Related ideas</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table> </div>	One idea	Many ideas	Related ideas				<p>I can explore patterns and routines.</p> <p>I can take part in events to celebrate time.</p>	<p>I can describe historical events.</p> <p>I can describe significant people from the past.</p> <p>I can recount and reflect on episodes from stories about the past.</p>	<p>I can compare and contrast life during the past and life today.</p> <p>I can describe some of the main events and people I have studied.</p> <p>I can explain events in the past with respect for the law and respect for different faiths.</p> <p>I am beginning to recognise that there are reasons why people in the past acted as they did.</p>	<p>I can find out about everyday lives of people in the time studied</p> <p>I can begin to organise and communicate historical knowledge and understanding in a variety of ways.</p> <p>I can explain the reasons why people have migrated throughout history and can relate this to life in modern Britain.</p>	<p>I can identify and compare some characteristic features of different periods and the beliefs and attitudes of people living in societies (stereotypical).</p> <p>I can begin to give reasons for and results of main historical events.</p> <p>I can organise and communicate historical knowledge and understanding in a variety of ways.</p>	<p>I can use my knowledge to describe and reflect upon characteristic features of past societies and to explain changes within and across periods.</p> <p>I can identify, compare and contrast characteristic features of different periods and reflect on the beliefs and attitudes of people living in societies (stereotypical).</p> <p>I can make comparisons between different times in history</p>	<p>I can apply my knowledge and understanding of aspects of history to look at its legacy, and help understand the world today.</p> <p>I use my knowledge to describe features of past societies and periods and to begin to make links between them.</p>
One idea	Many ideas	Related ideas											
													

History Curriculum and Progression

	EYFS	KS1		KS2			
		Year 1	Year 2	Year3	Year 4	Year 5	Year 6
<div data-bbox="114 363 427 584" data-label="Complex-Block"> <p>Historical Enquiry (Research using Artefacts / Secondary sources)</p>  </div>	<p>I can ask 'What happened next or before?' e.g. after reading a story or looking at sequences of events, such as getting dressed, planting a seed or making a sandwich.</p>	<p>I can label time lines with words or phrases such as: 'older' and 'newer'.</p> <p>I can ask my own questions about the past from sources.</p> <p>I can find answers to some simple questions about the past from sources.</p> <p>I can recount changes that have occurred in my own life.</p>	<p>I can observe and handle sources of information to ask and answer questions about the past.</p> <p>I can give examples of things that were different in the past.</p>	<p>I can select and record information relevant to the period studied.</p> <p>I can compare and reflect on some of the ways we can find out about the past (eg diaries, museum displays, films etc.)</p>	<p>I can use sources of information to generalise, compare and reflect about the past <i>eg: Was Henry right to think he had a divine right to rule? Should anyone be above the law?</i></p>	<p>I am beginning to select and combine information from different sources.</p> <p>I am beginning to categorise and make connections between different time periods.</p>	<p>I can frame a question about an aspect of the past, investigate independently and present conclusions.</p> <p>I am beginning to use my knowledge and understanding to evaluate sources of information and identify those that are useful for particular tasks.</p> <p>I can creatively use and put together information from a variety of sources.</p>

History Curriculum and Progression

	EYFS	KS1		KS2			
		Year 1	Year 2	Year3	Year 4	Year 5	Year 6
<p>Historical Interpretation (reasons for... legacy...)</p> 			<p>I can look at and reflect on different ways in which the past is represented, such as diaries, photos, stories and artefacts.</p>	<p>I can begin to explain some of the reasons for why people acted as they did.</p> <p>I can begin to give reasons for and results of main historical events.</p>	<p>I can interpret the past creatively through a variety of ways such as diaries, poetry, dance and plays</p>	<p>I can show how some aspects of the past have been represented and interpreted in different ways.</p>	<p>I can evaluate information from a range of sources and explain how different versions of past events may</p>
<p>Organisation and Communication (e.g. diaries, diagrams, drama).</p> 						<p>I am beginning to compose structured work, making appropriate use of dates and terms.</p>	<p>I can select and organise information to produce structured work, making appropriate use of dates and terms</p>
<p>Topic Areas</p>	<p>Bring in photographs of themselves - change</p> <p>Learning nursery rhymes.</p>	<p>Family trees</p> <p>Toys from the past</p> <p>Pirates</p> <p>Living History: visit by grandparents or great grandparents.</p>	<p>Gunpowder Plot</p> <p>Biographies of Inventors</p> <p>Florence Nightingale</p> <p>Windsor Castle.</p> <p>Life in a castle</p>	<p>Invaders & Settlers</p> <p>Ancient Rome –</p> <p>Vikings:</p> <p>Native Americans; Inca/Aztecs/Maya;</p>	<p>Tudors</p> <p>Victorians</p>	<p>Ancient civilisations</p> <p>Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty).</p> <p>Ancient Egypt;</p> <p>Ancient Greece: discuss the origins of democracy and philosophy.</p>	<p>Key British Events</p> <p>WW2</p> <p>Evolution:</p> <p>Our Island History (from the Stone Age), the rule of law (before and after the Magna Carta) and religious freedoms – link to RE</p>